Where School Consultation and Teacher Education Meet: Addressing Barriers to Implementing Response to Intervention (RTI)

Gretchen G. Robinson, Ph.D., Department of Educational Specialties, University of North Carolina at Pembroke
Jeffrey M. Warren, Ph.D., Department of Educational Leadership & Counseling, University of North Carolina at Pembroke

Introduction

RTI is a culturally responsive multi-tier system of support where assessment and intervention are combined within a multitier prevention system to decrease behavioral problems, increase student achievement (Fuchs, & Fuchs, 2009) and reduce disproportionality of minorities in special education (Bursuck et al., 2004). RTI's three major components include differentiation through the use of multiple tiers of intervention with increased intensity of instruction, a problem solving approach based on data to guide educational practices and address student needs, and an integrated data collection/assessment system to guide decision making in each tier of service delivery.

Culturally responsive RTI requires certain beliefs and practices on the part of the staff implementing it for fidelity of implementation and success of the students (Robinson, 2010). First, teachers must employ a culturally responsive core curriculum, use data to make decisions, and focus on outcomes that are defined objectively (Hosp & Madyun, 2007). Second, through the use of multiple tiers, teachers are expected to provide high-quality, scientifically-based instruction to all students in the general education setting and to differentiate by providing small-group instruction using more intensive instructional strategies and other supports for those students who do not respond positively based on curriculum-based assessments (Klingner & Edwards, 2006). Therefore, prior to referral for special education, more carefully designed, research-based options for students are employed. Third, universal screenings and continuous progress monitoring are used to evaluate a child's response to instruction which increases the likelihood that reliable instructional and placement decisions are made (Kame'enui, 2007; Vaughn & Roberts, 2007). Additionally, teachers must reflect on those culturally responsive practices (Dray, Cole, & White, 2009; Fiedler et al., 2008), and create a positive school climate by believing that all students can learn.

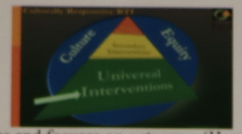
Challenges in the implementation of RTI include understanding and providing evidence-based instruction in academic skill areas, implementing a system of data-based decision-making, and implementing the problem-solving process (Robinson, Bursuck, & Sinclair, 2013). A key factor in the implementation of new ideas or strategies depends on the extent of teacher "buy in" (Turnbull, 2002).Strong staff support is crucial in ensuring teachers do not become overwhelmed with implementation and sustainment of the RTI framework.

School counselors have played an important role in providing staff support in the RTI process by leading and coordinating student support teams, monitoring academic and behavioral interventions for each tier of RTI, and assisting teams in analyzing data to determine and identify the efficacy of interventions and additional supports for students (Ockerman, Mason, & Hollenbeck, 2012; RTI Action Network, 2009) but have rarely provided consultation aimed at teacher beliefs.

A clearer understanding of how professional school counselors can support teachers through consultation during the implementation of RTI is needed. With evidence-based professional development, school counselors can be trained to be intentional supporters and interveners to classroom teachers by providing consultation to improve the well-being and mental health of the teachers to successfully carry-out evidence-based interventions, collect and analyze data, and engage in advocacy to support the instructional needs of all students during the implementation of RTI (Warren & Robinson, 2015).

Culturally Responsive RTI

RTI shows promise in preventing bias in the following ways:



1) RTI relies on data to make decisions and focuses on outcomes (Hosp & Madyun, 2007);

2) Teachers are expected to provide high-quality, culturally responsive instruction to all students in the general education setting as well as differentiate instruction using more intensive instructional strategies and other supports (Klingner & Edwards, 2006);

3) Progress-monitoring data are used for continuously evaluating how a child responds to instruction, increasing the probability that reliable instructional and placement decisions are made. In all these ways, identification bias may be reduced because there is less emphasis on teacher judgment and referral (Vaughn & Fuchs, 2003); and

4) General education teachers collaborate with parents and other professionals to design individually-tailored preventative interventions that vary in form and function across students. Ultimately, this should lead to more appropriate decisions as to whether a student has a disability and is eligible to receive special education services (Fuchs & Fuchs, 2007; Friend, 2008).

Perceived Barriers to Implementation of RTI

System barriers:

1. Limited understanding , provision, and knowledge of evidence-based instruction in academic skill areas
2. Inconsistent implementation of the problem-solving process /data-based decision making
3. Reduced scheduling time for collaboration
4. No direct fidelity checks
5. Lack of resources and funding

(Pyle, Wade-Woolley, & Hutchinson, 2011; Robinson, Bursuck, & Sinclair, 2013; Sansosti, Goss, & Noltemeyer, 2011).

Personal barriers:

1. Teacher Attitudes and Beliefs
   - "I shouldn't have to do this, my way works fine."
   - "It's too much trouble and work"
   - "I must not fail or be seen as inadequate"
   - Associated extreme beliefs (It's TERRIBLE, I CAN'T STAND IT, I'm WORTHLESS)
2. Teacher Emotions
   - Anger toward self, students, parents
   - Anxiety, depression, resentment, extreme stress and frustration
3. Teacher Behaviors
   - Inappropriate responses to students and parents, disengagement, isolation

(Robinson, 2010; Warren & Hale, 2014; Werts, Carpenter, & Fewell, 2014).

Rational Emotive –Social Behavioral Consultation (RE-SBC): An Evidence-Based Approach

In RE-SB consultation, school counselors assist teachers (consultee) in promoting success of students (client) through elegant and practical solutions. RE-SB consultation acknowledges the notion that cognitive processes including inferential (efficacy) and evaluative beliefs contribute to difficulties in teacher performance (Warren, 2010c) and the delivery of instructional interventions. Several models of RE-SB consultation are viable options which school counselors can implement to support teachers utilizing the RTI model.

Group Consultation

Preventative large group consultation

School counselors can provide teachers with instruction on theoretically and evidence-based strategies. In this sense, a prescriptive mode is used to direct teachers to implement concepts embedded within RE-SB consultation.

Responsive small group consultation

School counselors may collaborate with teachers in an effort to solve specific classroom problems. The thoughts, feelings, and behaviors of the participants related to specific classroom situations are openly explored by the group. The group works together through a RE-SB model to develop strategies the teacher can implement to enhance classroom performance and student success (Warren, 2010a).

Individual Consultation

Prescription mode

The school counselor assesses the problem and identifies interventions based on the RE-SBC model and encourages implementation by the teacher. Baker and Gerler (2008) suggested classroom observations can precede consultation and enhance the prescriptive process.

Initiation mode

The school counselor identifies a teacher experiencing ongoing difficulty in the classroom. The school counselor will attempt the help the teacher by offering RE-SB consultation. In addition to providing individual consultation, the school counselor may recommend the teacher participate in group RE-SB consultation.

Collaboration mode

School counselors can also engage in collaborative consultation to assist teachers in overcoming adverse classroom situations. This mode of consultation may be most appropriate if the teacher has previous training or experience with RE-SB consultation.

Implications

Training school counselors to provide RE-SBC to general and special education teachers implementing RTI will:

- Decrease stress associated with emotional, cognitive , and behavioral symptoms that impede teacher performance.
- Encourage appropriate implementation of instructional strategies and supports for all students.
- Increase student academic outcomes in core academic subjects.
- Provide an understanding of how the consultation model supports instructional efforts of general and special education teachers in elementary schools.

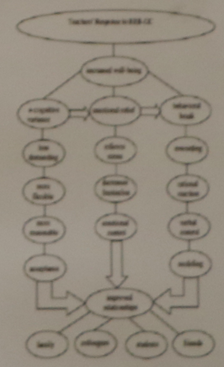


Fig.1. Teacher response model of school-based group consultation which resulted in increased well-being (positive thoughts, decrease in stress and frustration, change in behavioral patterns) and improved relationships with school staff as well as with students by Warren, 2013, *Journal of Rational-Emotive & Cognitive –Behavior Therapy, 31*(1-15).

Where School Consultation and Teacher Education Meet: Addressing Barriers to Implementing Response to Intervention (RTI)

Gretchen G. Robinson, Ph.D., Department of Educational Specialties, University of North Carolina at Pembroke
Jeffrey M. Warren, Ph.D., Department of Educational Leadership & Counseling, University of North Carolina at Pembroke

Introduction

RTI is a culturally responsive multi-tier system of support where assessment and intervention are combined within a multitier prevention system to decrease behavioral problems, increase student achievement (Fuchs, & Fuchs, 2009) and reduce disproportionality of minorities in special education (Bursuck et al., 2004). RTI's three major components include differentiation through the use of multiple tiers of intervention with increased intensity of instruction, a problem solving approach based on data to guide educational practices and address student needs, and an integrated data collection/assessment system to guide decision making in each tier of service delivery.

Culturally responsive RTI requires certain beliefs and practices on the part of the staff implementing it for fidelity of implementation and success of the students (Robinson, 2010). First, teachers must employ a culturally responsive core curriculum, use data to make decisions, and focus on outcomes that are defined objectively (Hosp & Madyun, 2007). Second, through the use of multiple tiers, teachers are expected to provide high-quality, scientifically-based instruction to all students in the general education setting and to differentiate by providing small-group instruction using more intensive instructional strategies and other supports for those students who do not respond positively based on curriculum-based assessments (Klingner & Edwards, 2006). Therefore, prior to referral for special education, more carefully designed, research-based options for students are employed. Third, universal screenings and continuous progress monitoring are used to evaluate a child's response to instruction which increases the likelihood that reliable instructional and placement decisions are made (Kame'enui, 2007; Vaughn & Roberts, 2007). Additionally, teachers must reflect on those culturally responsive practices (Dray, Cole, & White, 2009; Fiedler et al., 2008), and create a positive school climate by believing that all students can learn.

Challenges in the implementation of RTI include understanding and providing evidence-based instruction in academic skill areas, implementing a system of data-based decision-making, and implementing the problem-solving process (Robinson, Bursuck, & Sinclair, 2013). A key factor in the implementation of new ideas or strategies depends on the extent of teacher "buy in" (Turnbull, 2002).Strong staff support is crucial in ensuring teachers do not become overwhelmed with implementation and sustainment of the RTI framework.

School counselors have played an important role in providing staff support in the RTI process by leading and coordinating student support teams, monitoring academic and behavioral interventions for each tier of RTI, and assisting teams in analyzing data to determine and identify the efficacy of interventions and additional supports for students (Ockerman, Mason, & Hollenbeck, 2012; RTI Action Network, 2009) but have rarely provided consultation aimed at teacher beliefs.

A clearer understanding of how professional school counselors can support teachers through consultation during the implementation of RTI is needed. With evidence-based professional development, school counselors can be trained to be intentional supporters and interveners to classroom teachers by providing consultation to improve the well-being and mental health of the teachers to successfully carry-out evidence-based interventions, collect and analyze data, and engage in advocacy to support the instructional needs of all students during the implementation of RTI (Warren & Robinson, 2015).

Culturally Responsive RTI

RTI shows promise in preventing bias in the following ways:

1) RTI relies on data to make decisions and focuses on outcomes (Hosp & Madyun, 2007);

2) Teachers are expected to provide high-quality, culturally responsive instruction to all students in the general education setting as well as differentiate instruction using more intensive instructional strategies and other supports (Klingner & Edwards, 2006);

3) Progress-monitoring data are used for continuously evaluating how a child responds to instruction, increasing the probability that reliable instructional and placement decisions are made. In all these ways, identification bias may be reduced because there is less emphasis on teacher judgment and referral (Vaughn & Fuchs, 2003); and

4) General education teachers collaborate with parents and other professionals to design individually-tailored preventative interventions that vary in form and function across students. Ultimately, this should lead to more appropriate decisions as to whether a student has a disability and is eligible to receive special education services (Fuchs & Fuchs, 2007; Friend, 2008).

Perceived Barriers to Implementation of RTI

System barriers:

1. Limited understanding , provision, and knowledge of evidence-based instruction in academic skill areas
2. Inconsistent implementation of the problem-solving process /data-based decision making
3. Reduced scheduling time for collaboration
4. No direct fidelity checks
5. Lack of resources and funding

(Pyle, Wade-Woolley, & Hutchinson, 2011; Robinson, Bursuck, & Sinclair, 2013; Sansosti, Goss, & Noltemeyer, 2011).

Personal barriers:

1. Teacher Attitudes and Beliefs
   - "I shouldn't have to do this, my way works fine."
   - "It's too much trouble and work"
   - "I must not fail or be seen as inadequate"
   - Associated extreme beliefs (It's TERRIBLE, I CAN'T STAND IT, I'm WORTHLESS)
2. Teacher Emotions
   - Anger toward self, students, parents
   - Anxiety, depression, resentment, extreme stress and frustration
3. Teacher Behaviors
   - Inappropriate responses to students and parents, disengagement, isolation

(Robinson, 2010; Warren & Hale, 2014; Wiens, Carpenter, & Fewell, 2014).

Rational Emotive –Social Behavioral Consultation (RE-SBC): An Evidence-Based Approach

In RE-SB consultation, school counselors assist teachers (consultee) in promoting success of students (client) through elegant and practical solutions. RE-SB consultation acknowledges the notion that cognitive processes including inferential (efficacy) and evaluative beliefs contribute to difficulties in teacher performance (Warren, 2010c) and the delivery of instructional interventions. Several models of RE-SB consultation are viable options which school counselors can implement to support teachers utilizing the RTI model.

Group Consultation

Preventative large group consultation

School counselors can provide teachers with instruction on theoretically and evidence-based strategies. In this sense, a prescriptive mode is used to direct teachers to implement concepts embedded within RE-SB consultation.

Responsive small group consultation

School counselors may collaborate with teachers in an effort to solve specific classroom problems. The thoughts, feelings, and behaviors of the participants related to specific classroom situations are openly explored by the group. The group works together through a RE-SB model to develop strategies the teacher can implement to enhance classroom performance and student success (Warren, 2010a).

Individual Consultation

Prescription mode

The school counselor assesses the problem and identifies interventions based on the RE-SBC model and encourages implementation by the teacher. Baker and Gerber (2008) suggested classroom observations can precede consultation and enhance the prescriptive process.

Initiation mode

The school counselor identifies a teacher experiencing ongoing difficulty in the classroom. The school counselor will attempt the help the teacher by offering RE-SB consultation. In addition to providing individual consultation, the school counselor may recommend the teacher participate in group RE-SB consultation.

Collaboration mode

School counselors can also engage in collaborative consultation to assist teachers in overcoming adverse classroom situations. This mode of consultation may be most appropriate if the teacher has previous training or experience with RE-SB consultation.

Implications

Training school counselors to provide RE-SBC to general and special education teachers implementing RTI will:

- Decrease stress associated with emotional, cognitive , and behavioral symptoms that impede teacher performance.
- Encourage appropriate implementation of instructional strategies and supports for all students.
- Increase student academic outcomes in core academic subjects.
- Provide an understanding of how the consultation model supports instructional efforts of general and special education teachers in elementary schools.

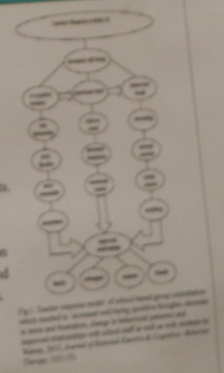


Fig 1. Teacher response model - all school based group consultation which resulted in increased well-being (positive thoughts, decrease in stress and frustration, change in behavioral patterns) and improved relationships with school staff as well as with students (Warren, 2013, Journal of Rational-Emotive & Cognitive - Behavior Therapy, 103-15).

to sound gay or
roup of talkers

s.

ed with intelligence. It is
er clusters of phones.

r if a stronger connection
mple, if listeners knew that
uck-up. If listeners did not
g less stuck-up.

Where School Consultation and Teacher Education Meet: Addressing Barriers to Implementing Response to Intervention (RTI)

Gretchen G. Robinson, Ph.D., Department of Educational Specialties, University of North Carolina at Pembroke
Jeffrey M. Warren, Ph.D., Department of Educational Leadership & Counseling, University of North Carolina at Pembroke

Introduction

RTI is a culturally responsive multi-tier system of support where assessment and intervention are combined within a multitier prevention system to decrease behavioral problems, increase student achievement (Fuchs, & Fuchs, 2009) and reduce disproportionality of minorities in special education (Barsuck et al., 2004). RTI's three major components include differentiation through the use of multiple tiers of intervention with increased intensity of instruction, a problem solving approach based on data to guide educational practices and address student needs, and an integrated data collection/assessment system to guide decision making in each tier of service delivery.

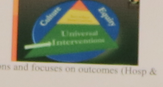
Culturally responsive RTI requires certain beliefs and practices on the part of the staff implementing it for fidelity of implementation and success of the students (Robinson, 2010). First, teachers must employ a culturally responsive core curriculum, use data to make decisions, and focus on outcomes that are defined objectively (Hosp & Madyun, 2007). Second, through the use of multiple tiers, teachers are expected to provide high-quality, scientifically-based instruction to all students in the general education setting and to differentiate by providing small-group instruction using more intensive instructional strategies and other supports for those students who do not respond positively based on curriculum-based assessments (Klingner & Edwards, 2006). Therefore, prior to referral for special education, more carefully designed, research-based options for students are employed. Third, universal screenings and continuous progress monitoring are used to evaluate a child's response to instruction which increases the likelihood that reliable instructional and placement decisions are made (Kame'enui, 2007; Vaughn & Roberts, 2007). Additionally, teachers must reflect on those culturally responsive practices (Gray, Cole, & White, 2009; Fiedler et al., 2008), and create a positive school climate by believing that all students can learn.

Challenges in the implementation of RTI include understanding and providing evidence-based instruction in academic skill areas, implementing a system of data-based decision-making, and implementing the problem-solving process (Robinson, Barsuck, & Sinclair, 2013). A key factor in the implementation of new ideas or strategies depends on the extent of teacher "buy in" (Turnbull, 2002).Strong staff support is crucial in ensuring teachers do not become overwhelmed with implementation and sustainment of the RTI framework.

School counselors have played an important role in providing staff support in the RTI process by leading and coordinating student support teams, monitoring academic and behavioral interventions for each tier of RTI, and assisting teams in analyzing data to determine and identify the efficacy of interventions and additional supports for students (Ockerman, Mason, & Hollenbeck, 2012; RTI Action Network, 2009) but have rarely provided consultation aimed at teacher beliefs.

A clearer understanding of how professional school counselors can support teachers through consultation during the implementation of RTI is needed. With evidence-based professional development, school counselors can be trained to be intentional supporters and interveners to classroom teachers by providing consultation to improve the well-being and mental health of the teachers to successfully carry-out evidence-based interventions, collect and analyze data, and engage in advocacy to support the instructional needs of all students during the implementation of RTI (Warren & Robinson, 2015).

Culturally Responsive RTI



RTI shows promise in preventing bias in the following ways:

1) RTI relies on data to make decisions and focuses on outcomes (Hosp & Madyun, 2007);

2) Teachers are expected to provide high-quality, culturally responsive instruction to all students in the general education setting as well as differentiate instruction using more intensive instructional strategies and other supports (Klingner & Edwards, 2006);

3) Progress-monitoring data are used for continuously evaluating how a child responds to instruction, increasing the probability that reliable instructional and placement decisions are made. In all these ways, identification bias may be reduced because there is less emphasis on teacher judgment and referral (Vaughn & Fuchs, 2003); and

4) General education teachers collaborate with parents and other professionals to design individually-tailored preventative interventions that vary in form and function across students. Ultimately, this should lead to more appropriate decisions as to whether a student has a disability and is eligible to receive special education services (Fuchs & Fuchs, 2007; Friend, 2008).

Perceived Barriers to Implementation of RTI

System barriers:

1. Limited understanding , provision, and knowledge of evidence-based instruction in academic skill areas
2. Inconsistent implementation of the problem-solving process /data-based decision making
3. Reduced scheduling time for collaboration
4. No direct fidelity checks
5. Lack of resources and funding

(Pyle, Wade-Woolley, & Hutchinson, 2011; Robinson, Barsuck, & Sinclair, 2013; Samooti, Gross, & Nollemeyer, 2011).

Personal barriers:

1. Teacher Attitudes and Beliefs
   - "I shouldn't have to do this, my way works fine."
   - "It's too much trouble and work"
   - "I must not fail or be seen as inadequate"
   - Associated extreme beliefs (It's TERRIBLE, I CAN'T STAND IT, I'm WORTHLESS)
2. Teacher Emotions
   - Anger toward self, students, parents
   - Anxiety, depression, resentment, extreme stress and frustration
3. Teacher Behaviors
   - Inappropriate responses to students and parents, disengagement, isolation

(Robinson, 2010; Warren & Hale, 2014; Wertz, Carpenter, & Fewell, 2014).

Rational Emotive –Social Behavioral Consultation (RE-SBC): An Evidence-Based Approach

In RE-SB consultation, school counselors assist teachers (consultee) in promoting success of students (client) through elegant and practical solutions. RE-SB consultation acknowledges the notion that cognitive processes including inferential (efficacy) and evaluative beliefs contribute to difficulties in teacher performance (Warren, 2010c) and the delivery of instructional interventions. Several models of RE-SB consultation are viable options which school counselors can implement to support teachers utilizing the RTI model.

Group Consultation

Preventative large group consultation

School counselors can provide teachers with instruction on theoretically and evidence-based strategies. In this sense, a prescriptive mode is used to direct teachers to implement concepts embedded within RE-SB consultation.

Responsive small group consultation

School counselors may collaborate with teachers in an effort to solve specific classroom problems. The thoughts, feelings, and behaviors of the participants related to specific classroom situations are openly explored by the group. The group works together through a RE-SB model to develop strategies the teacher can implement to enhance classroom performance and student success (Warren, 2010a).

Individual Consultation

Prescription mode

The school counselor assesses the problem and identifies interventions based on the RE-SBC model and encourages implementation by the teacher. Baker and Gerler (2008) suggested classroom observations can precede consultation and enhance the prescriptive process.

Initiation mode

The school counselor identifies a teacher experiencing ongoing difficulty in the classroom. The school counselor will attempt the help the teacher by offering RE-SB consultation. In addition to providing individual consultation, the school counselor may recommend the teacher participate in group RE-SB consultation.

Collaboration mode

School counselors can also engage in collaborative consultation to assist teachers in overcoming adverse classroom situations. This mode of consultation may be most appropriate if the teacher has previous training or experience with RE-SB consultation.

Implications

Training school counselors to provide RE-SBC to general and special education teachers implementing RTI will:

- Decrease stress associated with emotional, cognitive , and behavioral symptoms that impede teacher performance.
- Encourage appropriate implementation of instructional strategies and supports for all students.
- Increase student academic outcomes in core academic subjects.
- Provide an understanding of how the consultation model supports instructional efforts of general and special education teachers in elementary schools.

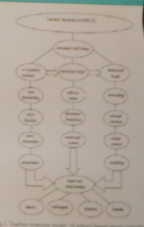


Fig.1 Teacher response model of school-based group consultation which resulted in increased well-being, positive thoughts, increase in stress and frustration, change in behavioral patterns and improved relationships with school staff as well as with students by Warren, 2013, Journal of Rational-Emotive & Cognitive- Behavior Therapy, 203-215.

an English male talkers who are perceived to sound gay or
personality traits are associated with each group of talkers

Erik C. Tracy (erik.tracy@uncp.edu)
epartment of Psychology, University of North Carolina Pembroke

nnections among clusters

le talkers. However, when
of other traits (e.g., smart

h gay and heterosexual
inity with heterosexual
a connection between gay
re connected with aloofness

likely to be described as out-
be described as bored and
t.

participants would rate
and Charlton (2016).

monosyllabic CVC words
ced by four groups of talkers

ng
ng
al-sounding

s).

nce. 63 listeners indicated, using a
one of eight personality traits
d, and stuck-up).

and indicated how sad the talker

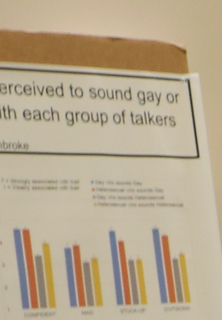
hon
assistance
l feedback.

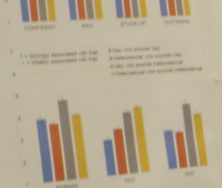
•During the experiment, the talkers' sexual orientation was not referenced.

•**Results**. Gay and heterosexual talkers who were perceived as gay-sounding were rated as being significantly more confident, mad, stuck-up, and outgoing.

› Gay and heterosexual talkers who were perceived as heterosexual-sounding were rated as being significantly more boring, old, and sad.

•With respect to intelligence, there were no significant rating differences among the four groups of talkers.





•**Discussion**. The results demonstrated that certain traits (e.g., confident, mad, stuck-up, and outgoing) are associated with gay-sounding talkers and other traits (e.g., boring, old, and sad) are associated with heterosexual-sounding talkers.

Future Directions

•Future experiments could investigate two further research questions.

1. Campbell-Kibler (2011) found that clusters of phones are connected with intelligence. It is unclear if other traits (e.g., stuck-up, boring) are associated with other clusters of phones.

2. If listeners are aware of the talker's sexual orientation, it is unclear if a stronger connection between sexual orientation and certain traits could emerge. For example, if listeners knew that a talker was gay, then they may perceive the talker as being more stuck-up. If listeners did not know that a talker was gay, then they may perceive the talker as being less stuck-up.

Where School Consultation and Teacher Education Meet: Addressing Barriers to Implementing Response to Intervention (RTI)

Gershon G. Robinson, Ph.D., Department of Educational Specialties, University of North Carolina at Pembroke
Jeffrey M. Warren, Ph.D., Department of Educational Leadership & Counseling, University of North Carolina at Pembroke

Introduction

Culturally Responsive RTI

Factors and Barriers to Implementation of RTI

Methods

Surviving Sexual Assault: T

INTRODUCTION

GRAVITATIONAL WAVES...
A NEW ERA OF ASTRONOMY BEGINS

Ivan Dimitrijevic, University of North Carolina Pembroke